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ABSTRACT

This guide describes and outlines a course that focuses on a historical view of the ethnic, racial, and religious composition of our society with emphasis on how minorities have contributed to the makeup of America. The problems and progress of the major minority groups are also examined. The concept that everyone is part of a minority and that every minority has contributed to the whole of American culture is stressed. The course is designed as an elective course for grades 7 through 12, and is intended to fit the quinmester organization of schools. Course content, which is closely integrated with 13 behavioral objectives, is organized around the following sections: 1) types of minorities; 2) history; 3) causes of minority prejudices; 4) effects of prejudice; 5) role of government at all levels; 6) role of volunteer organizations; 7) contributions of minority groups; 8) progress in solving problems; and 9) pluralism vs. melting pot theories. A wide variety of student materials and several resources for the teacher are listed. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/JLB)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

MINORITIES IN AMERICAN SOCIETY

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Social Studies

DIVISION OF INSTRUCTION • 1971

SO 002 960

SOCIAL STUDIES

MINORITIES IN AMERICAN SOCIETY

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by

Grace C. Abrams & Frances Schmidt

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION: A HISTORICAL REVIEW OF THE ETHNIC, RACIAL, AND RELIGIOUS COMPOSITION OF OUR SOCIETY WITH EMPHASIS ON HOW MINORITIES HAVE CONTRIBUTED TO THE MAKEUP OF AMERICA. THE PROBLEMS AND PROGRESS OF THE MAJOR MINORITY GROUPS ARE ALSO EXAMINED. THE CONCEPT THAT EVERYONE IS PART OF A MINORITY AND THAT EVERY MINORITY HAS CONTRIBUTED TO THE WHOLE OF AMERICAN CULTURE IS STRESSED.

CLUSTER: American Studies
GRADE LEVEL: 7-12
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: No part of American life has been left untouched by the contributions of American minority groups. The effect of minorities on our national life is unmistakable. The diversity of race and ethnic groups has led to a cultural pluralism that needs to be understood and appreciated.

It is important to every student to understand that American culture has been influenced and shaped by the diverse groups that make up its population and that distinguished contributions have been made in every area of life by minority groups. It is important that every student understand our nation's cultural heritage in order that he might strengthen his personal pride in his own and other groups.

COURSE GOALS:

1. THE STUDENT WILL IDENTIFY MINORITY GROUPS IN THE UNITED STATES TODAY AND IN HIS IMMEDIATE COMMUNITY.

2. THE STUDENT WILL TRACE HISTORICAL REASONS FOR SETTLEMENT OF MINORITY GROUPS IN THE UNITED STATES.

3. THE STUDENT WILL GENERALIZE FROM GIVEN DATA SOCIAL IMPLICATIONS OF GOVERNMENT IMMIGRATION POLICIES THROUGHOUT THE HISTORY OF OUR NATION.

4. THE STUDENT WILL DRAW CONCLUSIONS REGARDING THE EXPECTATIONS OF THE IMMIGRANTS AND THE REALITY THEY ENCOUNTERED.

5. THE STUDENT WILL EXAMINE THE CAUSES AND NATURE OF PREJUDICE AND DISCRIMINATION AGAINST MINORITY GROUPS AND CITE EXAMPLES OF THE EFFECTS OF PREJUDICE AND DISCRIMINATION: A) POLITICALLY, B) SOCIALLY, C) ECONOMICALLY.

6. THE STUDENT WILL ATTEMPT TO JUSTIFY GOVERNMENT INVOLVEMENT IN THE POSSIBLE ALLEVIATION OF SOME OF THE ECONOMIC, POLITICAL, AND SOCIAL PROBLEMS FACING MINORITY GROUPS TODAY.

7. THE STUDENT WILL PROPOSE REASONS WHY EDUCATION COULD BE THE KEY TO ELIMINATING MANY OF THE PROBLEMS THAT MINORITY GROUPS FACE.

8. THE STUDENT WILL CITE EVIDENCE TO SHOW THE PROBLEMS OF MINORITY GROUPS WILL NOT "JUST DISAPPEAR;" IT WILL TAKE A CONCERTED EFFORT BY ALL CITIZENS TO ABOLISH THE EVILS OF PREJUDICE.

9. THE STUDENT WILL FIND A VARIETY OF EVIDENCE THAT DEMONSTRATES (A) THE IMPORTANT CULTURAL CONTRIBUTIONS MADE BY MINORITY GROUPS AND (B) THE WAYS THESE CONTRIBUTIONS HAVE HELPED SHAPE AMERICAN LIFE.

10. THE STUDENT WILL MAKE A JUDGEMENT ABOUT THE PROGRESS THE UNITED STATES HAS MADE IN THE SOLVING OF PROBLEMS FACING MINORITIES.

11. BY GIVING EXAMPLES, OR FORMING GENERALIZATIONS THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY CHANGING ATTITUDES TOWARDS SPECIFIC MINORITY GROUPS IN AMERICA.

12. GIVEN TWO VIEWS ON THE FORMATION OF THE AMERICAN ETHOS, (A) PLURALISTIC, & (B) MELTING POT, THE STUDENT WILL INTERPRET AND EVALUATE THE TWO POINTS OF VIEW.

13. GIVEN THE INFORMATION HE HAS ANALYZED AND FROM HIS EXPERIENCES WITH THIS COURSE OF STUDY, THE STUDENT WILL GENERALIZE "WHAT IS AN AMERICAN?"

COURSE CONTENT OUTLINE:

I. Types of Minorities (Classification)

- A. National Origin (Italian, Spanish, Greek, etc)
- B. Religion (Jews, Quakers, Catholics, etc.)
- C. Race (Caucasian, Negroid, Mongoloid, Indian)

II. History (Why and when they came)

- A. Original settler--Indians
- B. Colonial period
- C. Old Immigration (Revolution to 1880
- D. New Immigration (1880-1924)
- E. 1924-1945
- F. 1945-Present

III. Causes of Minority Prejudices

- A. Ignorance
- B. Self-esteem
- C. Scapegoats
- D. Greed
- E. "Superior" attitudes
- F. Others (social, economic, political)

IV. Effects of Prejudice/ (Problems Facing Minorities)

- A. Political (right of franchise, equal representation, policy making, etc.)
- B. Social (mobility, housing, integration, recognition, etc.)
- C. Economic (job opportunities, education, housing, job training

V. Role of Government/all levels

- A. Laws
- B. Public programs
- C. Education

VI. Role of Volunteer Organizations

- A. B'Nai B'Rith
- B. NAACP
- C. Urban League
- D. Americans for Indian Opportunity
- E. Redland Christian Migrant Association

VII. Contributions of Minority Groups

- A. Culturally
- B. Politically
- C. Economically
- D. Scientifically and Technologically

VIII. Progress in Solving Problems

- A. Social
- B. Economic
- C. Political

IX. Pluralism v. Melting Pot Theories

- A. Maintain distinct traditions "identifiable"
- B. Lose ethnic or national identity "fit in"
- C. Generalization of "American"

GOAL: THE STUDENT WILL IDENTIFY MINORITY GROUPS IN THE UNITED STATES TODAY AND IN HIS IMMEDIATE COMMUNITY

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Identification of minority groups in U.S. and in immediate community. Who are the minority groups in the United States? Where are they located? What is their numerical percentage to the total population? Who are the groups that make up our community?	The student will be able to identify minority groups in the United States today and in his immediate community.	1. The teacher might begin with a general open discussion on "What is an American?" and "What is a minority group in America?" 2. Have students define the following terms: national origin — ancestry — race religion — ethnic group — minority group culture — citizen — immigrant 3. The teacher will clarify the term <u>minority group</u> by use of classification: a. National Origin 1. Italian 4. Mexicans 2. Greeks 5. Indians 3. Puerto Ricans 6. Any other b. Religion 1. Jews 4. Quakers 2. Catholics 5. Others 3. Mormons c. Race 1. Caucasian 2. Mongoloid 3. Negroid 4. For further clarification and enrichment, show the filmstrip series and other materials: a. <u>OUT OF THE MAINSTREAM</u> (Black Migrant, White Appalachian, Chicano, Sioux Indian, New York Puerto Rican, Black). b. <u>RELIGIONS OF AMERICA EXPLAINED</u> c. <u>THE MANY AMERICANS</u>--multi-ethnic studies. (Rental of films about Minorities from Learning Corp. of America.) d. Reprints from <u>LOOK</u> magazine entitled "Religions in the U.S."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Posters on minority groups from J. Weston Walch, Pub. Portland, Maine, 04104 f. THE STORY OF AMERICA'S PEOPLE, set of 10 color filmstrips with 5 cassettes. (Eye gate Filmstrips, Eye Gate House) g. Religious Freedom, AEP unit books h. American Indians Today. AEP unit booklet 5. Have students construct a "family tree" going back as many generations as he has knowledge of to determine his national origins, his race, and his religion. (This will give the class an indication of the backgrounds of the immediate classroom community.) 6. Ask students to consult Dade County and State census records to determine county and state population breakdowns. They could also consult the 1971 Almanac to determine the population figures and locations of as many minority groups as possible. 7. Have students plot the above information on a large outline map for class use or have individual students plot the information on their own outline map. 8. Make a list of minority groups which you know exist in your own community. Is there any discrimination against them in any manner? If so, why? 9. Present the following statistics: "about 89% of the U.S. population is white; single largest group in our population can trace their ancestry to "English stock" and 66.2% of our population is listed as Protestant in religion." (1960 U.S National census) from WORLD WEEK, a Scholastic magazine, Feb. 16, 1970. The student should be asked to infer from the above information what the majority group in the U.S. is composed of.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(If the student infers that the "typical" American is probably white, Anglo-Saxon, Protestant, the teacher should correct the notion by emphasizing the following: Popular notions to the contrary, white Protestant Americans of English descent do not form a numerical majority in the U.S. Something less than one-third of the U.S. population can be described as "WASP." The teacher should further clarify: "The making of a dominant group within a society does not depend on numbers alone. A dominant group exists whenever one group yields greater economic and political power than other groups. The cultural traditions of the dominant group tend to prevail over the ways and customs of the other groups. Those who feel left out of this dominant culture are the minority groups in that society." 10. The student should become aware that even their own neighborhoods may reflect a wide range of national origins. To help them see this, put up a map of the world and have each member of the class indicate with pins or clay and string where his ancestors came from. The students can ask their oldest relatives: Where did our ancestors come from? When did they come to America? Why did they come? Where did they live first? 11. Using the chalkboard, ask students for items to form a list of ways in which various ethnic groups differ from one another (clothes, language, physical features, etc.) Are there similarities among some groups? 12. Students might read the following for further enlightenment: a. "A RISING CRY: ETHNIC POWER" pp. 32-36 and b. "ERIK ERIKSON: THE QUEST FOR IDENTITY" pp. 84-89 both from NEWSWEEK, Dec. 21, 1970 c. "WHO AM I? THE INDIAN SICKNESS" pp. 496-498. THE NATION April 27, 1970. d. "MIAMI'S CUBANOS", TROPIC MAGAZINE, Miami Herald, Nov. 2, 1969.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. "MIAMI HOW, HABANA AYER", TROPIC MAGAZINE, Miami Herald, March 21, 1971. f. Cultures in Conflict, by Rudy Acuna. NOTE: Other sources which could be used to develop the objectives of this part of the Quin: For the teacher: 1. MINORITIES IN THE UNITED STATES by Leonard B. Irwin. 2. A NATION OF NEWCOMERS, by J. Joseph Huthmacher. 3. SOCIAL EDUCATION (NCSS) April, 1969 4. MINORITY GROUPS IN OUR HISTORY, by Stephen S. Lowell 5. THE EDUCATION OF THE MINORITY CHILD (a comprehensive Bibliography of 10,000 selected entries) compiled by Meyer Weinberg. 6. EMERGING FACES: THE MEXICAN AMERICAN by U. Arturo Cabrera 7. IMMIGRATION: A STUDY IN AMERICAN VALUES For the student: 1. From Social Studies School Service, Culver City, California A. Chicano Studies Paperbacks B. Multi-Group Paperbacks C. Black Studies Paperbacks 2. OUR NATIONAL HERITAGE by Mario Pei

GOAL: THE STUDENT WILL TRACE HISTORICAL REASONS FOR SETTLEMENT OF MINORITY GROUPS IN THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. What reasons impelled the various national groups to come to the U.S.? In what period of history did the major groups come to the United States?	A. The student should be able to identify historical reasons for settlement of minority groups in the U.S.	1. Class discussion: Why do people move? Are the reasons for leaving one's country different from moving within a country? What kinds of people leave their homes to find a new life in a strange country? In what ways are they different from those who stayed behind? Are they courageous or fool-hardy? Or does necessity drive them to emigrate? Would you be willing to move just for the adventure of change? 2. In order to answer the following question "Is migration a phenonomen of the past?", the teacher should poll the class on their migratory habits. The poll should include: (a) How many live in the same community in which you were born? (b) How many live in the same state in which you were born? (c) How many of you come from another country? (d) How many of you have moved more than once?
	B. The student will be able to draw conclusions regarding the expectations of the immigrants and the reality they encountered.	1. Have each student select a minority group and research the reasons for this group's migration to the U. S. and the conditions they were subjected to when they arrived in the U.S. 2. After reading pages 6-9 from the booklet <u>IMMIGRANT'S EXPERIENCE</u>, ask the students to describe the conditions they were subjected to on their journey to the New World. 3. Have students formulate a hypothesis about the origin of the American Indians and substantiate it with research. For example: "The American Indians crossed a land bridge from Asia to North America." Teacher could show filmstrip series <u>THE AMERICAN INDIAN: A STUDY IN DEPTH</u>.

GOAL: THE STUDENT WILL GENERALIZE FROM GIVEN DATA SOCIAL IMPLICATIONS OF GOVERNMENT IMMIGRATION POLICIES THROUGHOUT THE HISTORY OF OUR NATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. Student should be able to generalize from given data social implications of government immigration policies throughout the history of our nation.	1. Have students research the progression of immigration laws from the Chinese Exclusion Act to the present time. 2. Discuss: Which of the restrictive immigration laws were politically motivated and which were economically motivated? Sample questions: (a) "When hard times hit the United States in 1873 and many men were thrown out of work, some people blamed the Chinese who had settled on the Pacific Coast and were willing to work for low wages for their troubles. Was the law that was passed a fair one? What were the motives behind the passage of the law? (b) Was the law which set up the quota system politically or economically motivated? 3. Have selected students investigate the recent liberalization of U.S. immigration laws and the many pieces of special legislation passed to allow refugees to enter. They should compare the Refugee Immigration Acts of 1953 and 1961. 4. Student or groups of students could make a time-line covering the period of colonial immigration to the present Cuban refugee settlement. 5. Student or groups of students could plot on an outline map of the United States the settlement of immigrants from colonial time to the early 1900's. (Any standard American history book could be used or any standard American civics book.) 6. In order to understand the slave experience in the United States, have students research the history of slavery by reading material such as: (a) Uncle Tom's Cabin, (b) The Liberator, (c) Pictorial History of the Negro, (d) The Negro Pilgrimage in America; and from films and filmstrips, such as The Slave Experience, Slavery and Slave Resistance. (Teacher should try to obtain the Scholastic Magazine Timeline, "THE UNFOLDING OF AFRO-AMERICAN HISTORY." And a class set of the following: PIONEERS AND PLANTERS and "SLAVES FOR SALE."

GOAL: THE STUDENT WILL DRAW CONCLUSIONS REGARDING THE EXPECTATIONS OF THE IMMIGRANTS AND THE REALITY THEY ENCOUNTERED.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
What types of living and working conditions did the immigrant find in the New World?	A. The student will suggest problems that immigrants encountered.	1. To focus on the fact that crowded city living conditions were inevitable because of certain conditions occuring at a particular period in history. The student will be asked what connection could be inferred from knowing this information: "By 1890 the western lands had all been settled and large numbers of Southern and Eastern European immigrants were coming to the United States." Possible responses: All those events happening at one time could mean that the poor immigrant was trapped in the city, and the living and working conditions found in big cities at that time were extremely harsh. 2. Teacher: Read excerpts from <u>THE IMMIGRANT'S EXPERIENCE</u>, pp. 10-19. Student: (a) discuss some questions posed by the author of the booklet. (b) role play some of the experiences encountered by the immigrants.
	B. The student will differentiate between the hopes of the immigrants and the reality they encountered.	1. Show the filmstrip <u>IMMIGRATION: THE DREAM AND THE REALITY</u>. Have a follow-up discussion. 2. By the end of this part of the quin the student should know the meanings of the following words and terms: immigrate, emigrate, ghettos, slave, alien, quota, slums, immigrant, census, vital statistics, second class citizen

GOAL: THE STUDENT WILL EXAMINE THE CAUSES AND NATURE OF PREJUDICE AND DISCRIMINATION AGAINST MINORITY GROUPS AND CITE EXAMPLES OF THE EFFECTS OF PREJUDICE AND DISCRIMINATION: (A) POLITICALLY, (B) SOCIALLY (C) ECONOMICALLY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
III. What are the causes for prejudice and discrimination against minority groups?	A. Student will identify common stereotypes or inflamatory descriptions about minority groups.	1. The student should know the meaning of the following words: prejudice — discrimination — stereotype scapegoat — segregation — integrate anti-Semitism — inferiority — superiority. racist — myth — "Jim Crow" 2. **Teacher note below:
What are the effects of prejudice and discrimination on minority groups, politically, socially and economically?	B. Given a list of common stereotypes the student will make judgements as to why (a) stereotypes develop, (b) prejudice develops.	1. Put a list of personal characteristics or occupations on the board. Ask students to write down the national or racial group with which he identifies each characteristic or occupation. For example, when the student sees the word "laundry" does he put down the word "Chinese"? If he sees the word "money" does he put down "Jew"? List could include the following: crime — athlete — dope addict rhythm — doctor — short tempered thieves — inferior — courageous talkative — superior — Democratic Party 2. Put a list of minorities on the board and have students write down adjectives to describe the different groups. Ask "What stereotypes come through?" Try to illicit from the students evidence for their rebuttal of the stereotypes. Question: Is stereotyping of minorities ever done to rationalize unfair treatment by a dominant majority? If so, why? 3. Picture Quiz. Teacher holds pictures of famous people which have a few word clues up before the class. Student should try to identify the person by name, but before this is done, ask how many students can identify the national origin or religion of that person from facial or physical characteristics. (The probability that the class can come up with many correct answers to ethnic origins or religion is low. What conclusions can one draw from this fact? (Class discussion)

**Refer to the NEA Journal TODAY'S EDUCATION, Feb. 1971 "The Language of Prejudice" by Stephen Steinberg

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The student will be able to identify and examine reasons for prejudice and discrimination.	1. Have students formulate a hypothesis as to how stereotypes develop. 2. In order to substantiate the hypothesis, students can research in the following areas: a. Analyze children's books and short stories for stereotypes. b. Listen to television commercials. c. Watch T.V. programs that have to do with family life. d. Read newspapers, especially accounts of criminal acts. e. Watch children's cartoons on T.V. f. Read current comic books. g. Listen to family and relatives conversations when they are discussing minorities. h. Listen to peer group conversations when they are discussing minorities. i. See some of the current family type movies. j. Utilize some of the statistics and data released by governmental agencies. Have students share their findings re: stereotypes and myths about minorities.
	D. The student will formulate some personal reasons for his own beliefs and attitudes regarding minority groups.	1. Have students write down the ways in which prejudice and discrimination have affected them personally. a. Without identifying the student, the situation can be discussed with the class. b. Students write scripts and role-play the problem situation. 2. Through the technique of role-playing, the student will attempt to portray how discrimination and prejudice could affect him in later life, socially and economically.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(Student materials for the activities for this portion of the quin.) A. Class set of THE RACES OF MANKIND, by Benedict and Weltfish (Public Affairs pamphlet No. 85) B. Filmstrip: WHAT IS PREJUDICE? C. PREJUDICE, THE INVISIBLE WALL, unit anthology, jr. high level at a reading level of 4-6. D. I WONDER WHY and THAT'S ME (films on prejudice against Negro girl and Puerto Rican dropout.) E. THE CHINESE CHILDREN NEXT DOOR, record by Pearl S. Buck F. MINORITIES IN THE UNITED STATES, pamphlet by Leonard Irwin. (Teacher materials for activities in this portion of the quin.) A. THE NATURE OF PREJUDICE by Gordon Allport. B. PREJUDICE AND DISCRIMINATION by Fred R. Holmes C. RACE AND CULTURE, Dade County Schools D. MAN'S MOST DANGEROUS MYTH: THE FALLACY OF RACE, Ashley Montagu E. RACE AND EDUCATION, American Education Publications. pamphlet. F. THE SUBJECT IS RACE, Peter I. Rose G. THE EDUCATION OF THE MINORITY CHILD, compiled by Meyer Weinberg (comprehensive bibliography) H. RACIAL AND ETHNIC RELATIONS, compiled by Helen MacGill Hughes (Sociological Resources for the Social Studies)
What are the effects of prejudice and discrimination on minority groups, politically, socially, and economically?	E. The student will examine the causes and effects (superficial and underlying) of the major problems facing minority groups in the United States.	1. The student will gather evidence from the mass media (films, newspapers, magazines, filmstrips, radio, T.V.) citing the economic, political and social problems facing a particular minority group in the United States. Problem should cover the following: a. Economic: job opportunities, education, housing, job training, poverty b. Political: right of franchise, equal representation, policy making, leadership positions.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Social: mobility, integration, recognition in any field of endeavor, acceptance. The student will report his finding to the class using visual aids (posters, transparencies, graphs, charts, maps, film or filmstrips, etc.) 2. Have students cite evidence to substantiate the following statement: "Unfair treatment of minorities is a serious national problem because it is unjust and injurious not only to minority groups but to the country as a whole." Student should cite possible consequences which could result because of discriminatory practices (economic, political, social) against a minority group, such as: a. Riots in the city and ghettos b. Fewer opportunities c. Poverty d. Hatred e. Prejudicial laws (Jim Crow, separation of a group like the Japanese-Americans during W.W. II.) Outline a program which could be launched by citizens in your community or on a nation-wide basis to combat prejudice. Can you take part in such a program? 3. Discuss: a. What is a ghetto and a slum. Who lives in them? b. In times of recession which minority group is the first to be fired and the last to be hired? c. What are some of the barriers to school integration? d. Are there unwritten laws which restrict certain minority groups from renting or buying homes in certain areas?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Try to find newspaper advertisements for vacation resorts (or others) which contain such words as "restricted" or "members only." What is this intended to imply? 5. Read the novel: GENTLEMEN'S AGREEMENT by Laura Z. Hobson. Prepare a summary of your reactions to the book. (Student could read any of the suggested readings listed at the end of this quin that deal with prejudice and prepare a book report or summary with reactions.) 6. Use materials: a. Teacher should try to obtain a class set of SYNOPSIS (Viewpoints on Social-Issues-Problems and Remedies): February 16, 1970 "FOCUS: THE NEW DETERMINATION OF AMERICAN INDIANS" October 26, 1970 "FOCUS: THE NEW DEMANDS OF MEXICAN AMERICANS" b. Show GROWING UP BLACK (filmstrip and records) c. Obtain a class set of BLACK IN AMERICA d. Show filmstrip: OUT OF THE MAINSTREAM (includes the studies of black migrant workers, Appalachian farmers, Chicanos, Sioux Indians, New York Puerto Ricans and Southern Blacks) e. Get a class set of The Reign of Jim Crow. 7. Given the following information: "Indians, the first Americans, could not vote in all states until 1948. Most Indians still live on reservations. Most of them are very poor, unhealthy and unable to find work." Can you guess why Indians have been called the Vanishing Americans? a. In what ways are the problems of American Indians like those of black Americans? b. How are they unlike? c. What effects, good and bad, could living apart on a reservation have on the members of a subculture? On other members of the culture?
		Also: "How the Migrants Live Today" from THE MIAMI HERALD, Section K. Jan. 14, 1968

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Besides legal rights, what else do people in a democracy need in order to feel equal with others? e. Compare the plight of the American Indian in Florida. How do they earn their living? What schools do they go to? 8. After viewing the films: "HUELGA" or "HARVEST OF SHAME" students could list the problems, then suggest solutions. 9. Teacher might read from the report made by President Johnson's Commission on Civil Disorders. (Otto Kerner, Report of the NACC, July 21, 1967.) Ask the students "What did the Commission identify as the basic causes of racial problems in America?" 10. The United Nations has adopted a UNIVERSAL DECLARATION OF HUMAN RIGHTS. Study the Declaration. To what extent are the rights described in this document actually realized for all the people of the United States?

GOAL: THE STUDENT WILL ATTEMPT TO JUSTIFY GOVERNMENT INVOLVEMENT, EDUCATION, AND CITIZEN ACTION AND CONCERN IN ORDER TO ALLEVIATE PROBLEMS FACING MINORITY GROUPS TODAY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. What should be the role of government in alleviating some of the problems facing minority groups? What should be the role of education in changing negative attitudes toward minority groups. What should be the role of private citizens and voluntary groups in alleviating some of the problems facing minority groups?	A. Student should be able to (justify) cite government involvement in the possible alleviation of some of the economic, political, and social problems facing minority groups today.	1. Have students research Federal legislation beginning with the Civil Rights Act of 1875 to the present. (Teacher could use the following transparencies from AEVAC INC:) a. Civil Rights Act-1875 3 overlays b. Civil Rights Act-1964 3 overlays c. Economic Opportunity Act of 1964 3 overlays 2. Organize students into groups with a group recorder to discuss the following: a. How have laws (like the Fair Employment Practices Act) changed the conditions of some minority groups? b. Can a government legislate morality? 3. Organize students into groups. Each group will be given a major Supreme Court decision that directly or indirectly affected a minority group. The groups will discuss the following questions: a. What were the consequences of the Supreme Court decision? b. Did the decision result in any significant progress for the group involved? (Teachers could use the following transparencies: Series GT-30, 31 KEY SUPREME COURT DECISIONS)
	B. Student should be able to propose and defend reasons why education could be the key to eliminating many of the problems facing minority groups.	1. Discuss how knowledge and skills resulting from education are useful in helping to eliminate discrimination and prejudice. For example, knowing facts can dispel fears. Having skills can help one be competitive, i.e., jobs, advancement, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The student will become familiar with organizations actively working to abolish the evils of prejudice.	1. Have students write to some of the following organizations in order to research the following: a. Purpose of the organization b. Activities c. Effectiveness of the organization ORGANIZATIONS Americans for Indian Opportunity 1820 Jefferson Place N.W. Washington, D.C. 20036 The American Indian Fund Association on American Indian Affairs 432 Park Avenue, South New York, New York 10016 Southwest Indian Foundation 506 W. 66th Street P. O. Box 86 Gallop, New Mexico 87301 Save the Children Federation, Inc. Norwalk, Conn. 06852 NAACP 1790 Broadway New York, N. Y. 10019 Southern Christian Leadership Conference 332 Auburn Avenue N. E. Atlanta, Ga. 30303 Greater Miami Urban League 395 N. E. 1st Street Miami, Florida 33128

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		National Council of Negro Women 884 3rd Avenue New York, New York 10022 The Herbert Lehman Education Fund 10 Columbus Circle New York, N. Y. 10019 Christian Appalachian Project 10 Hill Court Lancaster, Kentucky 40444 Anti-Defamation League of B'Nai B'rith 315 Lexington Avenue New York, N. Y. 10016 American Friends Service Committee, Inc. P. O. Box 1791 High Point, North Carolina 27261 To the above list can be added Organized Migrants in Community Action (OMICA) Inc. National Council of Christian and Jews Greater Miami Coalition Rural Advancement Fund of National Sharecroppers American Civil Liberties Union 2. The student could do the same activity with government agencies: Bureau of Indian Affairs Dept. of Health, Education and Welfare Dept. of Housing and Urban Affairs Dept. of Labor (Apprentice programs) Head Start Program (Office of Economic Opportunity)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Cuban Refugee Emergency Center Small Business Administration Fair Employment Practices Comm. Community Relations Board (Dade County) For the teacher: All materials from the: NATIONAL NEA AND PR & R CONFERENCE ON CIVIL AND HUMAN RIGHTS IN EDUCATION Washington, D. C.

GOAL: THE STUDENT WILL FIND A VARIETY OF EVIDENCE THAT DEMONSTRATES (a) THE IMPORTANT CULTURAL CONTRIBUTIONS MADE BY MINORITY GROUPS AND (b) HOW THESE CONTRIBUTIONS HAVE HELPED SHAPE AMERICAN LIFE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. American culture has been influenced and shaped by the diverse groups that make up its population. Contributions have been made in every area of life by every minority group.	A. Student should find a variety of evidence that demonstrates the important cultural contributions made by minorities in shaping American life.	1. Have students select and read a biography of a member of a minority group who has achieved recognition in his field. The student will give an oral report on his selection using any form of visual aid. (Transparency, poster, diorama, collage, etc.) 2. Have a student select a type of music related to a minority group and trace its development into its present form. He should give examples of the music to the class either by tapes or records. The same activity can be applied to dance forms. The same activity can be applied to foods. For instance, the American Indian taught the white man the value of corn and today one can buy Corn Flakes, Corn Fritos, Corn Chips. etc. 3. Class should set up display areas within the classroom or selected school areas to exhibit the contributions of personalities from major minority groups in the fields of the arts. 4. Resource people from the community representing the different religious faiths could be invited to speak to the class, or students might want to visit a house of worship different from their own faith. 5. Student may want to dramatize portions of well-known dramas or musicals, such as "Fiddler on the Roof," "West Side Story," "Raisin in the Sun," or "Black Like Me." 6. List the names of states, rivers, cities, etc. that have Indian names or names from other ethnic groups.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. List some games or sports that have come to the U.S. from different ethnic groups, i.e., Bocce, the Italian game, etc. 8. Students should be able to identify words used in our language that have their derivation from different ethnic and racial groups. For example: espresso, spumoni, spaghetti come from the Italian language. In fact the majority of our musical terms come directly from Italian, i. e., alto, contralto, basso, adagio, etc. 9. Each student will be asked to investigate religious and festive holidays that have become part of American culture which have a basis from different minority groups. Students can focus on one particular holiday such as: St. Patrick's Day — Chinese New Year Columbus Day — Oktoberfest Cinco de Mayo — Martin Luther King Day Easter — Christmas Passover — Hanukkah Halloween — Thanksgiving and be asked to answer the following questions: a. What minority group did it come from? b. Does the holiday influence people who do not come from that culture? c. How does your family or your community celebrate the day? 10. As a culminating activity to this portion of this quin, small groups may organize an International Day of Culture. The committees will think in terms of music, costumes, food and atmosphere.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will identify outstanding personalities from minority groups that have excelled in a particular profession or area.	1. Research members of minority groups who have risen to high ranks in government in the last five years. Follow up activities could include: writing to officials and collecting articles from the media and placing them on bulletin board or in a scrap book. 2. Student should select one personality from a minority group in any field whom he admires and believes made the greatest contribution to humanity and be prepared to defend his selection. 3. Student should select one or more personalities from a minority group in any field and present his findings before the class in a novel or unusual way. For example: Enrico Carcuso and Mario Lanza were great Italian American opera singers. The student might play portions of their music to the class, introducing each selection with appropriate comments about the musician. This can also be done in the sports and other fields. Suggested Materials: For Objectives A & B Filmstrip series: MINORITIES HAVE MADE AMERICA GREAT, set I. & II. Negroes of Achievement, (24 Pictures) Record: The Black Verse, 12 moods for Jazz. Filmstrip/Record: Black Poems, Black Images Film: Martin Luther King, "I Have a Dream." Filmstrip/Record: The Black Experience in the Arts. Rental Film: Black Views on Race. 20 Prominent Blacks Speak Out.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Academic Paperbacks: Great Black Athletes Filmstrip/Record: They Have Overcome Filmstrips: American Indian Legends Record: Eskimo Songs From Alaska Record: Music of the Sioux and the Navajo Record: Who Built America? Record: Anthology of Negro Poets. Plays: The Genius of the Oriental Theatre Poems: Cricket Songs, Japanese Haiku Record: Folksongs and Folk Dances from Puerto Rico Film: The American Jew: A Tribute to Freedom (rental from Anti-Defamation League of B'nai B'Rith) Book: With the Ears of Strangers The Mexican in American Literature For the Teacher: ALL AMERICAN: CULTURAL CONTRIBUTIONS OF MINORITY GROUPS by Virginia Joki is a treasure of source materials and ideas for activities.

GOAL: THE STUDENT WILL MAKE A JUDGEMENT ABOUT THE PROGRESS THE UNITED STATES HAS MADE IN SOLVING THE PROBLEMS FACING MINORITIES AND DEMONSTRATE HIS ABILITY TO IDENTIFY CHANGING ATTITUDES TOWARDS SPECIFIC MINORITY GROUPS IN AMERICA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VI. What progress has been made in solving the problems facing minority groups?	A. The student will compare the advancements toward equality made by minorities between the early and latter parts of the 20th century.	1. Have students investigate the following: a. "Separate but equal," doctrine from its orgin to the 1954 Supreme Court decision. b. Poll Tax laws c. Jim Crow laws d. Franchise restrictions re: Indians, Puerto Ricans and Blacks e. Treatment of Japanese in W.W. II and other groups during wartime. Compare and contrast old and new legislation in the areas described above; encourage students to make hypotheses regarding progress made by involved minorities. 2. Using the information the students have previously researched regarding the problems facing minority groups the students will form committees to present the progress made by one minority group in the areas of social acceptance, housing, employment, education, politics, and the arts. A variety of visual aids such as posters, transparencies, charts, etc., can be used. 3. Discuss: How have private citizens and non-profit organizations effectively contributed to the progress of minority groups? The students will cite evidence to show the effectiveness of individuals and organizations. (Focus #4, Objective C deals with researching different organizations for information. Students can use the listed organizations and others.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will make a judgment about the progress made in solving some of the problems facing minority groups in recent years.	1. An action project could be chosen from the following: a. Letters to the editors of local newspapers giving suggestions for the betterment of minority groups. b. Letters to their local government representatives inquiring about what local government is doing to help minority groups progress. c. Letters to Federal Agencies to become acquainted with new Federal programs designed to help minorities. d. Write to such groups as VISTA, and COMMUNITY ACTION PROGRAMS (CAP) who sponsor: (1) Head Start (2) Upward Bound (3) Legal Services (4) Neighborhood Health Centers (5) Foster Grandparents (6) Project Find (7) Job Corps After receiving information, the student will be able to make some judgments as to the depth and scope of the programs. 2. Do volunteer work for already established local organizations that are actively pressing for better conditions and opportunities for minority groups. 3. Students might trace the progress made by minority groups in the fields of: a. television b. films c. theatre d. education e. politics f. sports

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(Information for the above activity could be gotten from library research and information received form different organizations.) 4. Show the filmstrip/record series: Nat Hentoff-Black Power. Student should know the meaning of the terms-Black power, white blacklash, racism, and discuss the ideas portrayed in the filmstrip series. 5. Newspapers and magazines today are filled with references to "Black power," "Red power" and "Chicano power." Students can collect articles and share with class for discussion. 6. Invite leaders representing the above groups to speak to the students on the aims and goals of their groups. Students should be prepared beforehand to ask questions.
	C. The student will demonstrate by giving examples or forming generalizations, his ability to perceive changing attitudes toward specific minority groups socially, politically, and economically.	1. Students will devise an opinion poll which they will use within their school and neighborhood in order to determine attitudes regarding minorities. The poll could include questions about inter-racial dating, "mixed neighborhoods," inter-racial or inter-faith marriages, and conceptions about major stereotypes. The students should analyze their findings and share with the class the following activities: a. role-play some of the situations they encountered while taking the poll. b. set up small groups to discuss the answers received c. have a panel discussion on the results of the poll. 2. Have a class discussion on the topic: "Is there a gap between the way your parents think and you think about having a friend of different ethnic, religious and racial background in your home on a social basis? If so,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		what can be done to change attitudes? Suggested materials for this portion of quin: a. Pride and Power: From Watts to Mexico City AEP booklet b. How does a Minority Group Achieve Power? Vol. 4, Twenty Problems in American History c. Special TIME Magazine. April 6, 1970. "Blacks in America." d. Film-"Salt of the Earth."

GOAL: GIVEN TWO VIEWS ON THE FORMATION OF THE AMERICAN ETHOS THE STUDENT WILL INTERPRET AND EVALUATE THE DIFFERENT POINTS OF VIEW AND GIVE HIS DEFINITION OF "WHAT IS AN AMERICAN?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VII. Examination of these two concepts of our culture: Pluralistic and Melting Pot. What is an American?	A. The student will be able to (1) identify in what areas of our culture the melting pot concept is more apparent than the pluralistic concept (2) propose and defend reasons why the melting pot concept is more apparent than the pluralistic concept in those areas of the culture.	1. Give the definitions of the pluralistic and melting pot concepts: a. Pluralistic-a group maintains distinct traditions that are identifiable. b. Melting Pot-the group loses its ethnic and national identity, becomes "Americanized." Elicit from the students their understanding of the terms. The following questions should be discussed: a. Which of the minority groups discussed do you think have been completely absorbed into the mainstream of American life? b. Have any of these groups lost their national identity completely? c. Which groups do you think still stand outside the mainstream of American life? d. Who in your opinion bears the responsibility for any continued isolation: the isolated group or the main body of Americans? e. Do the reasons vary with any particular minority group? Note: This would be an appropriate time to show <u>OUT OF THE MAINSTREAM</u> (filmstrip series) 2. The class will be divided into committees. Each committee will be assigned a minority group, and attempt to defend the concept that both the pluralistic and melting pot theory are in operation in some of the following areas: a. Celebration of births b. Courtship c. Weddings d. Funerals e. Schooling f. Food g. Music h. Sports

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. Given two views on the formation of the American ethos, the student will defend the view which he believes toabe more accurate.	1. After the committees have come up with their findings (#2 above) the whole class should discuss the following questions: a. In a society like the United States is it better if everyone forgets the traditions of his ancestors and conforms to uniform American custom? What is gained? What is lost? b. Are the young people particularly happier when old customs are put aside and every one in the group is alike? 2. Have students prepare choral readings from the writings of Walt Whitman, Carl Sandburg and other American authors who portray the American "character." Discuss whether the images portrayed are accurate or not. 3. Students or teacher should try to obtain copies of the defunct Saturday Evening Post magazine covers by Norman Rockwell which depict "Americana." or the teacher could use the newly published book, "Norman Rockwell, Illustrator." The illustrations can be projected on the screen and students encouraged to interpret what they see according to their own experiences. 4. In 1915, Woodrow Wilson told a meeting of naturalized citizens: "America does not consist of groups. . .a man who thinks of himself as belonging to a particular national group in America has not yet become an American." Do you agree or disagree with Woodrow Wilson? Why? After the discussion, have students write a paragraph or two in response (agreement or disagreement) to President Wilson's statement, quoted in Milton M. Gordon's Assimilation in American Life.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Discuss the quote by St. John de Crevecoeur, a colonist from France, "Here (America) individuals of all nations are melted into a new race of men. . .He is an American who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced. ."
	C. The student will verbalize the meaning which the word "American" evokes in his mind.	1. The student will interview at least five persons asking them their definition of an "American." The definitions collected by the class should be analyzed and and a composite picture of an American should take form verbally and pictorially. If the students are not satisfied with the composite picture, they should formulate their own description of an "American."
		2. Have each student create some image of what he thinks is an American." It can be a drawing, a collage, a photograph, a single sentence, or a word. Have a committee select several of the images and combine them into a large collage or exhibit. Try to formulate from this a description of an American. Encourage students to criticize, find exceptions, and point out ommissions. They may conclude that the task is impossible; in which case you might ask, "then are we a melting pot or pluralistic?"
		3. Have students collect pictures of "typical" young people of various minority groups--ethnic, religious, racial, etc. From these, have students attempt to describe what is an "American." REFERENCE: Duncan, David Douglas. SELF-PORTRAIT: U.S.A. (photos of the American people in action)
		4. Students take slides or photos; or produce a short film of Americans at work and play in their immediate community. They can show their production to the class with a commentary.

MATERIALS

I. RECOMMENDED TEXTUAL MATERIALS

American Education Publications. Columbus, Ohio @.40 a copy

The Reign of Jim Crow Immigrants Experience Pride and Power: From Watts to Mexico City.
American Indians Today

Benedict, Ruth: Gene Weltfish. The Races of Mankind. New York: Public Affairs Committee, 1961.

Finkelstein, Milton. Minorities, U.S.A. New York: Globe Book Co., 1970.

II. ALTERNATE STUDENT AND CLASS MATERIAL

A. Textual

1. Adamic, Louis. A Nation of Nations. New York: Harper Bros., 1945.

2. Adoff, Arnold. I Am The Darker Brother. (An anthology of modern poems by Black Americans), Collier Books, 1970.

3. Allport, Gordon. ABC's of Scapegoating. New York: Anti-Defamation League, 1959.

4. Allport, Gordon. The Nature of Prejudice. Boston, Mass.; Beacon Press, 1954.

5. As The Child Reads--The Treatment of Minorities in Textbooks & Other Teaching Materials. NEA--PR & R Conference on Civil & Human Rights in Education. Washington, D. C., February 8-10, 1967.

6. A Bibliography of Multi-Ethnic Textbooks and Supplementary Materials. PR & R COMM. on Civil and Human Rights of Educators, NEA Washington, D. C.

7. Dade County Schools. Freedom Gained & Freedom Lost: A Struggle for Human and Civil Rights. Unit IV.

8. Hernandez, Luis F. A Forgotten American. (A resource unit for teachers on Mexican Americans). Anti-defamation League.

9. Howard, John R. ed. Awakening Minorities: American Indians, Mexicans--Americans, Puerto Ricans, Social Studies School Services, Culver City, Calif.

10. Kerner, Otto. Report of the National Advisory Commission on Civil Disorders. Bantam Books, 1968.

11. Montague, Ashley. Man's Most Dangerous Myth: The Fallacy of Race. World Publishing Co.

12. Powdermaker, Hortense. Probing Our Prejudices. (Unit for high school students), New York: Harper & Bros., 1944.

13. Social Studies School Services, Culver City, Calif.

14. CHICANO STUDIES PAPERBACKS

    a. The Mexican-American and the United States. Charles J. and Patricia Bustamante
    b. Mexican Americans: A Brief Look At Their History. Julian Nava.
    c. Mexican Americans in the Southwest. Ernesto Galarza.
    d. Health in the Mexican-American Culture. Margaret Clark.
    e. La Causa: The California Grape Strike. George Horwitz.

15. Glock, Charles and Ellen Siegelman. PREJUDICE USA

16. MULTI GROUP PAPERBACKS

    a. Mexicans in America. Carey McWilliams.
    b. Germans in America. Carl Wittke.
    c. Finns in America. John Kolehmainen.
    d. Greeks in America. Theodore Saloutos.
    e. Irish in America. Carl Wittke.
    f. The Other Americans: Minorities in American History. Kethleen Wright.
    g. Minorities in the New World. Charles Wagley and Marvin Harris.
    h. Equality by Statute: The Revolution in Civil Rights. Morroe Berger.

B. AUDIO-VISUAL MATERIALS

1. Filmstrips/Records, teacher's guides.

    a. Warren Schloat Production. Pleasantville, New York 10570

        (1) Minorities Have Made America Great. Set I & II.
        (2) Out of the Mainstream.

"Black Migrant" "Chicano" "New York Puerto Rican"
"White Appalachian" "Sioux Indian" "Black"

(3) Religions of America Explained.

(4) The American Indian: A Study in Depth.

(5) Immigration: The Dream and the Reality.

(6) What is Prejudice?

(7) Black Poems, Black Images.

(8) The Black Experience in the Arts.

(9) They Have Overcome.

(10) The American Indian Today. 6 filmstrips in color; 6 records, teacher's guide.

b. EYEGATE HOUSE--146-01 Archer Avenue, Jamaica, N.Y., 11435

The Story of America's People. (10 Color filmstrips, 5 cassettes, teacher's manual).

191 A. The Story of the Hungarian American
191 B. The Story of the Italian American
191 C. The Story of the Negro American
191 D. The Story of the Spanish-Speaking American
191 E. The Story of the Scandinavian American
191 F. The Story of the Jewish American
191 G. The Story of the Irish American
191 H. The Story of the German American
191 I. The Story of the Polish American
191 J. The Story of the British American

c. Guidance Associates

The American Indian: A Dispossed People. (2 kits)
Search for Black Identity--Martin Luther King and Malcolm X
A Nation of Immigrants.

d. Coronet--65 E. S. Water St., Chicago, 60601

American Indian Legends.

e. New York Times

Negroes in America: From Slavery to the New Militancy.

f. Educational Record Sales--157 Chambers St., New York, N.Y. 10007

Mexican American Leaders of the 20th Century. 4 color filmstrips, 2 33 1/3 rpm. records.

Puerto Rican Leaders of the 20th Century. 4 color filmstrips, 2 33 1/3 rpm. records.

Chains of Slavery. 6 color filmstrips, guide.

g. Social Studies School Service, 10,000 Culver Blvd., Culver City, Calif. 90230

La Raza. A History of Mexican Americans. 24 filmstrips.

The American Indian. Sound filmstrips.

h. Prejudice: The Invisible Wall. (Anthology, logbook, posters, record). Scholastic Book Services. 904 Sylvan Ave. Englewood Cliffs, N.J.

2. Films

Huelgo! McGraw Hill Contemporary. (Rental) 330 W. 42nd St. New York, N. Y. 10036.

Harvest of Shame. McGraw Hill Contemporary. (Rental)

The Many Americans. Learning Corporation of America. (Indians, Puerto Ricans,

Chicanos, Negro, Chinese, Appalachia) 711 5th Ave., New York, N. Y. 10022 (Rental)

Slavery & Slave Resistance. New York Times/Arno Press Films. 229 W. 43rd St. New York

Salt of the Earth. Brandon Films Inc. 21 W. 57th St. New York.

The Slave Experience. Doubleday Multi-Media.

I Wonder Why. Contemporary Films.

That's Me. Contemporary Films.

Martin Luther King: "I Have a Dream." Dade County Film Library.

Black Views on Race. 20 Prominent Blacks Speak Out. Time-Life Films, 43 W. 16th St. New York, N.Y. 10011

Brotherhood of Man. Anti-Defamation League of B'Nai B'Rith, New York, N.Y.

3. Records

Anthology of Negro Poets. Folkways/Scholastic. 1970. 1-12". 33 1/3 rpm.

Who Built America? Folkways/Scholastic. 1970. 1-10 in. 33 1/3 rpm.

Songs of the American Negro Slave. Folkways/Scholastic. 1970 1-12 in. 33 1/3 rpm.

Langston Hughes' "Jericho-Jim Crow." Folkways/Scholastic. 1970. 2-12 in. 33 1/3 rpm.

Music of the Sioux and the Navajo. Folkways/Scholastic. 1970 1-12 in. 33 1/3 rpm.

Eskimo Songs From Alaska. Folkways/Scholastic. 1970 1-12 in. 33 1/3 rpm.

American Indian Dances. Folkways/Scholastic. 1970. 1-12 in. 33 1/3 rpm.

Music of the American Indians of the Southwest. Folkways/Scholastic. 1970 1-12 in. 33 1/3 rpm.

Negro Poetry For Young People. Educational Record Sales. 1970. 1-10 in. 33 1/3 rpm. Read by Arna Bontemps.

Poetry of the Black Man. Educational Record Sales. 1970. 1-12 in. 33 1/3 rpm. Read by Sidney Poitier.

Black Man's Struggle. Educational Record Sales. 1970. 8-12 in. 33 1/3 rpm. (16 dramatized episodes beginning with Jamestown and ending with the "Black Power" confrontation.)

Irish Immigration. Educational Record Sales. 1970. 1-12 in. 33 1/3 rpm.

Instrumental Music of the Southern Appalachians. Publishers Central Bureau. 1-12 in. 33 1/3 rpm.

Anthology of Black Gospel Music. Publishers Central Bureau. 1-12 in. 33 1/3 rpm.

Authentic Music of the American Indian. Folk Records. 3-12 in. 33 1/3 rpm.

The Chinese Children Next Door. Listening Library. 1-12 in. 33 1/3 rpm. By Pearl Buck.

4. Pictures and Posters

Posters on Black Scientists. J. Weston Walch Publisher. Portland, Maine.

Leaders from Minority Groups. (Poster set) J. Weston Walch, Portland, Maine.

Outstanding Negro Businessmen. J. Weston Walch Publishers.

Non-White American Authors. J. Weston Walch Publishers.

Black Writers and Problems. J. Weston Walch Publishers.

Modern Negro Contributors. Graystons Educational Aids, 10 E. End Ave., New York, N.Y.

Negroes of Achievement. Graystons Educational Aids.

Time Line. The Unfolding of Afro-American History. Scholastic Magazine.

Map Makers of the U.S.A. (Multi colored picture map of U. S. showing contributions. 40" x 30". Friendship Press.

Indians of the U. S. A. Map. 34" x 22". Social Studies School Services.

Picto Map. 40" x 30". Photographs and drawings of outstanding Negroes and their achievements.

Outstanding Americans of Mexican Descent. Portraits drawn in black and white with biographical sketches. Social Studies School Service.

Portraits-20th Century Americans of Negro Lineage. Friendship Press, New York, N.Y.

5. Transparencies

Civil Rights Act - 1875. 3 overlays. Aevac, Inc. Educational Publisher, 500 Fifth Avenue. New York, N.Y. 10036
Civil Rights Act - 1964. 3 overlays. Aevac Inc.
Economic Opportunity Act - 1964 3 overlays. Aevac Inc.
Key Supreme Court Decisions. 3 overlays. Aevac, Inc.
Negro History Transparancies (from Early History to History since 1945) several series from Civic Education Service, Washington, D.C.

III. SUPPLEMENTAL TEACHER RESOURCES

A. Books

Academic Paperbacks. West Haven, Conn.

Great Black Americans	The Ghetto Family	The War on Poverty
Great Black Athletes	Police, Courts and the Ghetto	Jobs and the Color Barrier

Acuna, Rudy. Cultures in Conflict.

American Education Publications. Columbus, Ohio.

Pioneers and Planters	Race and Education	Pride & Power: From Watts to Mexico City.
Slaves For Sale	Immigrant's Experience	
The Reign of Jim Crow	Black In America	Religious Freedom
Negro Views of America	Indians Today (A Search for Identity)	

American Indian Historial Society. Textbooks and the American Indian. Indian Historian Press Inc., 1970.

Astrov, Margot. American Indian Prose and Poetry. Capricorn Books.

Benedict, Ruth; Gene Weltfish. The Races of Mankind. New York: Public Affairs Committee, 1961.

Benson, Adolph; Naboth Hedin. Americans From Sweden. Phila: J.B. Lippincott Co. 1950.

Bernard, William. American Immigration Policy. New York: Harper, 1950.

Brown, Francis; Joseph Roucek. One America. New York: Prentice-Hall, 1952.

Butcher, Margaret. The Negro In America Culture. New York: Mentor, 1956.

Burma, John. Spanish Speaking Groups in the United States. Duke University Press, 1954.

Cabrero, Y. Arturo. Emerging Faces of the Mexican-Americans. Wm. C. Brown Co. Publishers, 1971.

Cuban, Larry; Philip Roden. Promise of America: Struggling For The Dream. Atlanta: Scott Foresman, 1971.

Dade County Schools. Race and Culture.

Ducharme, Jacques. The Shadows of the Trees: The Story of French Canadians in New England. New York: 1943.

Finkelstein, Milton. Minorities: U.S.A. New York: Globe Book Co., 1970.

Gittler, Joseph. Understanding Minority Groups. New York: John Wiley & Sons, 1964.

Glazor, Nathan; Daniel Moynihan. Beyond The Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City. Cambridge, Mass.: M.I.T. Press, 1963.

Govorchin, G. C. Americans From Yugolslavia. Gainesville, Fla.: University of Florida Press, 1961.

Handlin, Oscar. Adventure in Freedom: Three Hundred Years of Jewish Life in America. McGraw Hill, 1954.

_____. The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis. Garden City, New York: Doubleday & Co., 1962.

_____. The Uprooted: The Epic Story of the Great Migrations that Made the American People. Boston: Little, Brown and Co., 1952.

Holmes, Fred R. Prejudice and Discrimination. Englewood Cliffs: Prentice Hall, 1970.

Hughes, Helen Mac Gill, ed. Racial and Ethnic Relations. Boston: Allyn and Bacon, Inc. 1970.

Hutmacher, J. Joseph. A Nation of Newcomers. New York: Dell Publishing Co., 1967.

Irwin, Leonard. Minorities in the United States. New York: Oxford Book Co. 1951.

Joki, Virginia. All American: Cultural Contributions of Minority Groups. Portland, Maine: J. Reston Walch, 1970.

Josephy, Alvin. The Indian Heritage of America. Knopf, 1968.

Joyce, William. "Minority Groups in American Society." Social Education. April 1969, Vol. 33, pp. 429-433.

Katz, William Loren. Teacher's Guide to American Negro History. Chicago: Quadrangle Books, 1968.

Kennedy, John F. A Nation of Immigrants. New York: Harper & Row, 1964.

Kung, S. W. Chinese in American Life. Seattle: University of Washington Press, 1962.

Leinwand, Gerald. The Negro in the City. New York: Washington Square Press, 1968.

Leiris, Michel. Race & Culture. Paris: UNESCO, 1965.

Levine, Stuart: Nancy Lurie. The American Indian Today. Everett Edwards Press, 1965.

Levitt, Kendricks. Afro-American Voices, 1770's - 1970's. New York: Oxford Books, 1970.

Lincoln, C. Eric. The Negro Pilgrimage in America. New York: Bantam Books, 1967.

Lowell, Stephen. Minority Groups in our History. Portland, Maine: J. Weston Walch, 1968.

Lucas, Henry, Netherlanders in America. Ann Arbor, Michigan: University of Michigan Press, 1955.

London, Joan: Henry Anderson. So Shall Ye Reap: The Story of Cesar Chavez and the Farm Workers' Movement. Culver City: California Social Studies School Service, 1971.

Mariott, Alice: Carol Rachlin. American Indian Mythology. Crowell, 1968.

McWilliams, Carey. North From Mexico. New York: Monthly Review Press, 1961.

NAAP Legal Defense & Educational Fund, Inc. An Even Chance. New York, NAACP, 1971.

Negro Book Club. Guide to African American Books, Records and A.V. Materials. New York: 1971.

Padilla, Elena. Up From Puerto Rico. New York: Columbia University Press. 1958.

Penn, Joseph; Elaine Brooks Wells. The Negro American in Paperback. (A selected list of paperbound books compiled and annotated for Secondary School students.) NEA Center for Human Relations; 1968.

Pisani, Lawrence Frank. The Italian in America. Exposition Press, N.Y. 1957.

Quoyawayma, Polingasyski. No Turning Back. University of New Mexico. 1967.

Pei, Mario. Our National Heritage. Boston: Houghton Mifflin Co., 1965.

Rose, Peter. The Subject is Race. New York: Oxford Press, 1968.

Saloutus, Theordore. The Greeks in the United States. Cambridge, Mass.: Harvard University Press, 1963.

Schermerhorn, R. A. These Our People: Minorities In American Culture. Boston: D. C. Heath, 1949.

Shannon, William. The American Irish. New York: Macmillan, 1963.

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